



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12091530
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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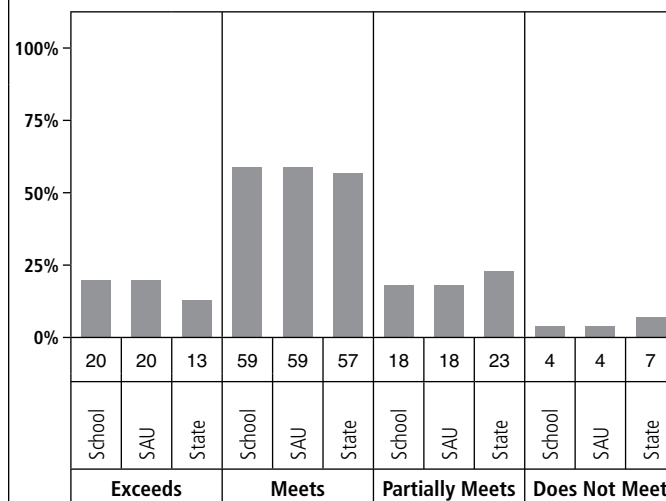
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

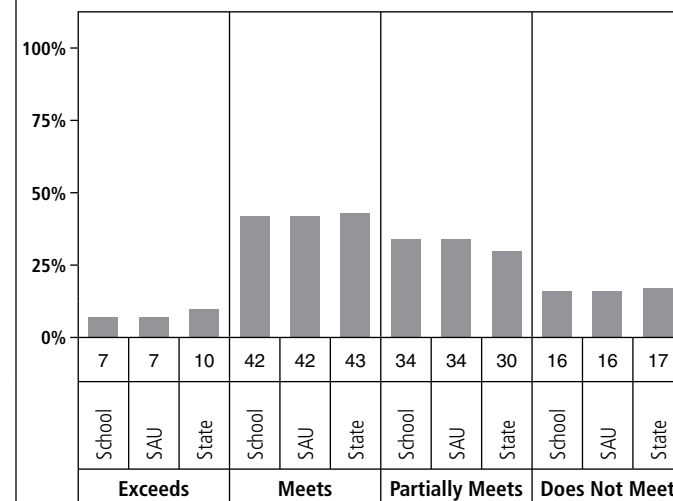
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	645	644	644
2006–2007	645	645	646
2007–2008	650	650	648
Cum. Avg. *	646	646	646
Mathematics			
2005–2006	638	638	641
2006–2007	640	640	643
2007–2008	641	641	642
Cum. Avg. *	640	640	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: MSAD 15
 School: Gray-New Gloucester Middle Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	123	100	123	100	14365	100	123	100	123	100	14266	99	123	100	123	100	14268	99												
Ethnicity African American/Black	2	2	2	2	418	3	2	100	2	100	407	97	2	100	2	100	413	99												
American Indian or Native Alaskan	6	5	6	5	111	1	6	100	6	100	110	99	6	100	6	100	110	99												
Asian or Pacific Islander	1	1	1	1	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	114	93	114	93	13438	94	114	100	114	100	13353	100	114	100	114	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	19	15	19	15	2518	18	19	100	19	100	2479	99	19	100	19	100	2479	99												
Current LEP	1	1	1	1	349	2	1	100	1	100	339	97	1	100	1	100	344	99												
Economically disadvantaged	28	23	28	23	5335	37	28	100	28	100	5277	99	28	100	28	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	104	85	104	85	11613	81	104	85	104	85	11626	81												
Identified disability (PET/IEP)	2	2	2	2	373	3	2	2	2	2	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	4	4	4	4	149	1	4	4	4	4	150	1												
Participation with accommodations	19	15	19	15	2451	17	19	15	19	15	2446	17												
Identified disability (PET/IEP)	17	89	17	89	1909	78	17	89	17	89	1910	78												
LEP	1	5	1	5	142	6	1	5	1	5	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	1	5	1	5	350	14	1	5	1	5	335	14												
Participation through alternate assessment (PAAP)	0	0	0	0	197	1	0	0	0	0	196	1												
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	MSAD 15
School:	Gray-New Gloucester Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	16	10	15	10	1176	8
	2006-2007	8	5	8	5	1132	8
	2007-2008	24	20	24	20	1817	13
	Cum. Total*	48	11	47	11	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	80	52	81	53	7612	51
	2006-2007	80	54	80	54	8127	57
	2007-2008	72	59	72	59	8072	57
	Cum. Total*	232	54	233	55	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	36	23	36	23	4080	27
	2006-2007	43	29	43	29	3549	25
	2007-2008	22	18	22	18	3194	23
	Cum. Total*	101	24	101	24	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	23	15	22	14	2005	13
	2006-2007	18	12	18	12	1478	10
	2007-2008	5	4	5	4	981	7
	Cum. Total*	46	11	45	11	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	34.3	61.3	34.3	61.3	32.7	58.4
Literary Text	28	50	17.2	61.4	17.2	61.4	16.3	58.2
Informational Text	28	50	17.1	61.1	17.1	61.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 15
 School: Gray-New Gloucester Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	123	24	20	72	59	22	18	5	4	650	123	20	59	18	4	650	14064	13	57	23	7	648
Ethnicity																						
African American/Black	2										2						399	7	47	28	17	642
American Indian or Native Alaskan	6	1	17	4	67	0	0	1	17	649	6	17	67	0	17	649	108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	114	23	20	65	57	22	19	4	4	650	114	20	57	19	4	650	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	10	53	7	37	2	11	642	19	0	53	37	11	642	2282	2	29	42	27	636
No	104	24	23	62	60	15	14	3	3	652	104	23	60	14	3	652	11782	15	63	19	3	650
Current LEP																						
Yes	1										1						329	4	44	30	22	640
No	122	24	20	71	58	22	18	5	4	650	122	20	58	18	4	650	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	28	2	7	16	57	8	29	2	7	644	28	7	57	29	7	644	5153	6	51	31	12	643
No	95	22	23	56	59	14	15	3	3	652	95	23	59	15	3	652	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	123	24	20	72	59	22	18	5	4	650	123	20	59	18	4	650	14057	13	57	23	7	648
Gender																						
Female	57	12	21	32	56	8	14	5	9	650	57	21	56	14	9	650	6967	16	59	20	5	650
Male	66	12	18	40	61	14	21	0	0	650	66	18	61	21	0	650	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	4	33	6	50	2	17	639	12	0	33	50	17	639	1186	6	41	42	11	642
No	111	24	22	68	61	16	14	3	3	651	111	22	61	14	3	651	12878	14	59	21	7	648
Gifted/talented program																						
Yes	8	6	75	2	25	0	0	0	0	667	8	75	25	0	0	667	557	50	48	2	0	661
No	115	18	16	70	61	22	19	5	4	649	115	16	61	19	4	649	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	2	0	0	2	67	1	33	0	0	646	2	0	67	33	0	646	6	7	43	30	20	641	
B. less than one hour	49	12	20	36	60	11	18	1	2	651	49	20	60	18	2	651	56	13	58	23	6	648	
C. one to two hours	41	9	18	30	59	9	18	3	6	649	41	18	59	18	6	649	34	15	60	20	5	649	
D. more than two hours	7	3	33	4	44	1	11	1	11	650	7	33	44	11	11	650	3	9	46	29	16	643	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	50	10	16	38	62	10	16	3	5	650	50	16	62	16	5	650	40	17	60	19	5	650	
B. They match some of what I have learned.	41	12	24	27	53	11	22	1	2	650	41	24	53	22	2	650	48	12	59	23	6	648	
C. They match just a little of what I have learned.	8	2	20	6	60	1	10	1	10	648	8	20	60	10	10	648	9	7	45	34	15	643	
D. There is no match.	1	0	0	1	100	0	0	0	0	652	1	0	100	0	0	652	3	3	31	37	29	637	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	32	13	33	23	59	3	8	0	0	657	32	33	59	8	0	657	28	26	58	11	4	653	
B. good	51	10	16	39	62	11	17	3	5	648	51	16	62	17	5	648	54	9	61	24	6	647	
C. fair	15	1	6	8	44	7	39	2	11	643	15	6	44	39	11	643	16	3	48	37	13	642	
D. poor	2	0	0	2	67	1	33	0	0	641	2	0	67	33	0	641	2	1	37	39	23	637	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	23	4	14	16	57	5	18	3	11	647	23	14	57	18	11	647	15	10	48	27	15	644	
B. about the same as my regular schoolwork	66	17	21	49	60	13	16	2	2	651	66	21	60	16	2	651	66	13	59	22	5	649	
C. easier than my regular schoolwork	11	3	23	7	54	3	23	0	0	652	11	23	54	23	0	652	18	15	58	20	7	649	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	12	1	7	7	47	6	40	1	7	644	12	7	47	40	7	644	9	2	37	37	23	638	
B. Most of the passages were about the same as what I normally read.	54	13	20	36	55	13	20	4	6	649	54	20	55	20	6	649	54	9	59	26	6	647	
C. Most of the passages were easier than what I normally read.	34	10	24	29	69	3	7	0	0	655	34	24	69	7	0	655	36	21	60	15	4	652	
How hard did you try on the reading part of this test?																							
A. I tried harder on this test than I do on my regular schoolwork.	54	12	18	37	56	13	20	4	6	649	54	18	56	20	6	649	46	13	56	24	7	648	
B. I tried about the same as I do on my regular schoolwork.	44	11	20	34	63	8	15	1	2	652	44	20	63	15	2	652	50	14	60	21	6	649	
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	33	1	33	1	33	0	0	648	2	33	33	33	0	648	3	5	46	30	20	641	
How much time do you spend reading at home each day?																							
A. more than one hour	24	7	23	20	67	2	7	1	3	654	24	23	67	7	3	654	19	19	58	17	6	651	
B. 20 minutes to an hour	34	9	21	27	64	4	10	2	5	650	34	21	64	10	5	650	51	15	60	20	5	649	
C. less than 20 minutes	13	3	19	10	63	2	13	1	6	651	13	19	63	13	6	651	12	9	56	26	9	646	
D. I rarely read at home.	28	5	14	15	43	14	40	1	3	646	28	14	43	40	3	646	18	4	50	34	13	643	
Optional school/SAU question																							
A.	33	0	0	1	100	0	0	0	0	646	33	0	100	0	0	646							
B.	0										0												
C.	33	0	0	1	100	0	0	0	0	652	33	0	100	0	0	652							
D.	33	0	0	1	100	0	0	0	0	652	33	0	100	0	0	652							

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	10	6	10	7	1463	10
	2006-2007	10	7	10	7	2092	15
	2007-2008	9	7	9	7	1474	10
	Cum. Total*	29	7	29	7	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	57	37	57	37	5914	40
	2006-2007	57	38	57	38	5731	40
	2007-2008	52	42	52	42	6008	43
	Cum. Total*	166	39	166	39	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	51	33	51	33	4494	30
	2006-2007	54	36	54	36	4175	29
	2007-2008	42	34	42	34	4244	30
	Cum. Total*	147	35	147	35	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	36	23	35	23	3014	20
	2006-2007	28	19	28	19	2308	16
	2007-2008	20	16	20	16	2346	17
	Cum. Total*	84	20	83	20	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	10.0	52.6	10.0	52.6	9.6	50.5
Cluster 2: Shape and Size	15	27	7.8	52.0	7.8	52.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.2	60.0	4.2	60.0	4.2	60.0
Cluster 4: Patterns	15	27	6.8	45.3	6.8	45.3	7.5	50.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 15
 School: Gray-New Gloucester Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	123	9	7	52	42	42	34	20	16	641	123	7	42	34	16	641	14072	10	43	30	17	642
Ethnicity																						
African American/Black	2										2						409	4	26	35	35	632
American Indian or Native Alaskan	6	0	0	4	67	1	17	1	17	639	6	0	67	17	17	639	108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	114	9	8	47	41	40	35	18	16	642	114	8	41	35	16	642	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	19	1	5	3	16	8	42	7	37	631	19	5	16	42	37	631	2283	2	18	31	49	627
No	104	8	8	49	47	34	33	13	13	643	104	8	47	33	13	643	11789	12	48	30	10	645
Current LEP																						
Yes	1										1						339	5	22	32	41	631
No	122	9	7	51	42	42	34	20	16	641	122	7	42	34	16	641	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	28	2	7	8	29	10	36	8	29	636	28	7	29	36	29	636	5160	4	34	36	26	636
No	95	7	7	44	46	32	34	12	13	643	95	7	46	34	13	643	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	123	9	7	52	42	42	34	20	16	641	123	7	42	34	16	641	14065	10	43	30	17	642
Gender																						
Female	57	3	5	20	35	20	35	14	25	638	57	5	35	35	25	638	6974	10	43	31	16	642
Male	66	6	9	32	48	22	33	6	9	645	66	9	48	33	9	645	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	1	8	5	42	6	50	625	12	0	8	42	50	625	1192	4	23	43	30	634
No	111	9	8	51	46	37	33	14	13	643	111	8	46	33	13	643	12880	11	44	29	15	643
Gifted/talented program																						
Yes	8	6	75	2	25	0	0	0	0	669	8	75	25	0	0	669	557	53	42	4	0	663
No	115	3	3	50	43	42	37	20	17	640	115	3	43	37	17	640	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 15
School: Gray-New Gloucester Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	33	2	67	0	0	637	2	0	33	67	0	637	6	6	33	31	31	635
B. less than one hour	49	7	12	28	47	15	25	10	17	644	49	12	47	25	17	644	56	11	43	30	16	643
C. one to two hours	41	0	0	20	39	22	43	9	18	638	41	0	39	43	18	638	34	11	45	30	14	644
D. more than two hours	7	2	22	3	33	3	33	1	11	646	7	22	33	33	11	646	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	7	13	14	27	23	44	8	15	641	42	13	27	44	15	641	45	14	47	28	11	646
B. They match some of what I have learned.	44	2	4	29	54	15	28	8	15	643	44	4	54	28	15	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	7	0	0	6	67	2	22	1	11	640	7	0	67	22	11	640	9	6	30	33	32	635
D. There is no match.	7	0	0	3	38	2	25	3	38	637	7	0	38	25	38	637	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	7	26	13	48	6	22	1	4	653	22	26	48	22	4	653	29	24	51	17	8	651
B. good	53	2	3	29	45	25	38	9	14	641	53	3	45	38	14	641	48	6	45	33	16	641
C. fair	20	0	0	7	29	9	38	8	33	632	20	0	29	38	33	632	19	1	29	42	28	634
D. poor	6	0	0	3	43	2	29	2	29	633	6	0	43	29	29	633	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	40	4	8	22	45	16	33	7	14	642	40	8	45	33	14	642	24	5	38	33	24	638
B. about the same as my regular schoolwork	52	3	5	26	41	22	35	12	19	639	52	5	41	35	19	639	62	9	45	31	14	643
C. easier than my regular schoolwork	8	2	20	4	40	3	30	1	10	651	8	20	40	30	10	651	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	58	7	10	27	38	26	37	11	15	642	58	10	38	37	15	642	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	39	2	4	23	48	14	29	9	19	641	39	4	48	29	19	641	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	50	2	50	0	0	647	3	0	50	50	0	647	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	16	1	5	5	25	10	50	4	20	637	16	5	25	50	20	637	17	8	39	30	22	639
B. two or three days a week	25	2	6	15	48	11	35	3	10	644	25	6	48	35	10	644	34	11	44	31	14	643
C. two or three times each month	35	6	14	20	47	6	14	11	26	644	35	14	47	14	26	644	31	12	44	29	15	644
D. never or almost never	23	0	0	12	43	14	50	2	7	639	23	0	43	50	7	639	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	24	3	10	9	30	11	37	7	23	640	24	10	30	37	23	640	11	11	37	29	23	641
B. two or three days a week	38	6	13	17	36	17	36	7	15	642	38	13	36	36	15	642	32	11	44	30	15	643
C. two or three times each month	26	0	0	18	56	8	25	6	19	641	26	0	56	25	19	641	32	11	45	30	15	643
D. never or almost never	11	0	0	8	57	6	43	0	0	645	11	0	57	43	0	645	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	1	33	0	0	2	67	622	2	0	33	0	67	622	7	6	29	33	32	635
B. 30–45 minutes	28	2	6	9	26	17	50	6	18	638	28	6	26	50	18	638	37	8	39	34	20	640
C. 45–60 minutes	45	4	7	27	49	15	27	9	16	643	45	7	49	27	16	643	42	13	47	28	12	645
D. more than 60 minutes	25	3	10	15	50	9	30	3	10	645	25	10	50	30	10	645	15	12	46	27	15	644
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	626	33	0	0	0	100	626						
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	638	33	0	0	100	0	638						
D.	33	0	0	0	0	1	100	0	0	640	33	0	0	100	0	640						